

Self-Evaluation Scoring Rubric



Item 1 – Team Composition and Self-Assessment Process

Consideration factors:

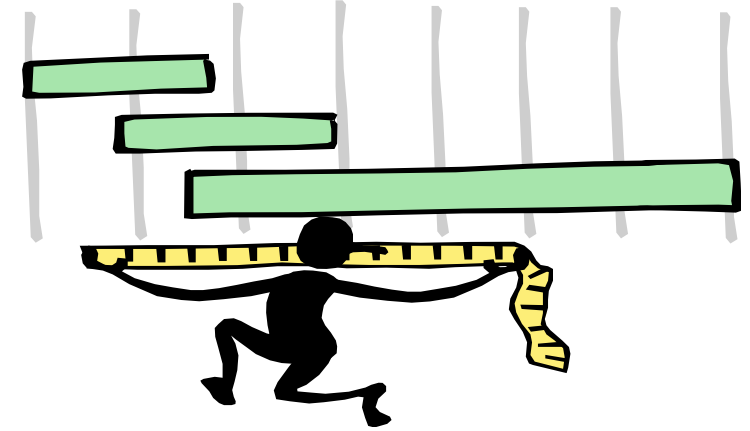
- Team composed of a broad representation of stakeholders
- Input gathered from a variety of stakeholders and sources
- Process was comprehensive and meaningful
- Data is used for informed decision making

4	3	2	1
<ul style="list-style-type: none"> • A team process is used • All of the following are represented on the team: <ul style="list-style-type: none"> ○ Special Ed Director ○ Special Ed Teacher(s) ○ Administrator(s) ○ General Ed Teacher(s) ○ Related Service Provider(s) ○ Parent(s) ○ Others: Paraprofessional, Board Member, Student, Community member • Team (or multiple teams) meet over a period of time • Team uses data to make decisions about what is included in the plan. 	<ul style="list-style-type: none"> • A team process is used • Most of the following are represented on the team: <ul style="list-style-type: none"> ○ Special Ed Director ○ Special Ed Teacher(s) ○ Administrator(s) ○ General Ed Teacher(s) ○ Related Service Provider(s) ○ Parent(s) ○ Others: Paraprofessional, Board Member, Student, Community member • Team meets three or more times • Team uses data to make most decisions about what is included in the plan • Several data sources are used 	<ul style="list-style-type: none"> • A team process is used • Less than half the following are represented on the team: <ul style="list-style-type: none"> ○ Special Ed Director ○ Special Ed Teacher(s) ○ Administrator(s) ○ General Ed Teacher(s) ○ Related Service Provider(s) ○ Parent(s) ○ Others: Paraprofessional, Board Member, Student, Community member • Team meets once or twice • Unclear on how decisions for plan are made • Few sources of data are used 	<ul style="list-style-type: none"> • No team process is evident • Process is not representative of stakeholders • Work done in one sitting • Unilateral decisions are made about what is included in plan • Little or no use of data is evident

Item 2 – Data Analysis of the District Data Report

Consideration factors:

- Analysis based on data sources and other district information
- Reasonable explanations for the “story” behind the performance
- Noted strengths
- Recognized issues
- Identified barriers
- Consideration of trend line direction



4	3	2	1
<ul style="list-style-type: none"> • Analysis always based on data sources and other district information • Always strong, reasonable explanations • Strengths always noted where appropriate • Issues always recognized • Barriers always identified • Explanations always discuss direction and changes of trend lines 	<ul style="list-style-type: none"> • Analysis usually based on data sources and other district information • Explanations generally strong and reasonable • Strengths usually noted where appropriate • Issues usually recognized • Usually identified barriers • Explanations usually discuss direction and changes of trend lines 	<ul style="list-style-type: none"> • Analysis occasionally based on data sources and other district information • Explanations generally weak or not reasonable • Strengths inconsistently noted • Issues inconsistently recognized • Barriers inconsistently identified • Explanations seldom discuss direction and changes of trend lines 	<ul style="list-style-type: none"> • Analysis not based on data sources and other district information • Few, if any, explanations or unreasonable explanations • Strengths rarely identified • Issues rarely recognized • Barriers rarely identified • Little or no discussion of data trends

Item 3 – Self-Inventory Document

Consideration factors:

- Supporting data listed
- Current and reliable data used to substantiate ratings
- Variety of data sources used for the self-inventory
- Reached reasonable conclusions
- Identified strengths and opportunities for improvement

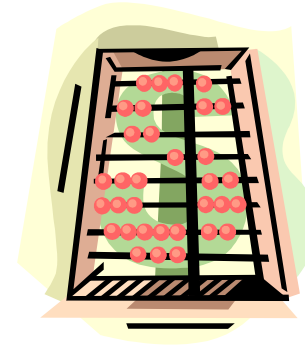


4	3	2	1
<ul style="list-style-type: none"> • Supporting data always listed • Current and reliable data always used to substantiate ratings • Used a variety of 5 or more data sources including at least one from each category: <ul style="list-style-type: none"> ○ District-generated data from surveying parents, patrons, graduates, or community partners ○ District-collected data from within the school system such as file checklists, ratings from school teams, ratings from a variety of personnel, interviews, surveys ○ SDE provided data such as data reports, aggregate parent survey, child count information • Always reached reasonable conclusions • Always identified strengths where appropriate • Always Identified opportunities for improvement where appropriate 	<ul style="list-style-type: none"> • Supporting data usually listed • Current and reliable data usually used to substantiate ratings • Used a variety of data sources including at least 2 from each category: <ul style="list-style-type: none"> ○ District-collected data from within the school system (e.g., file checklists results, ratings from school teams, ratings from a variety of personnel, interviews, surveys) ○ SDE provided data (e.g., data reports, aggregate parent survey, child count information) • Usually reached reasonable conclusions • Usually identified strengths where appropriate • Usually identified opportunities for improvement where appropriate 	<ul style="list-style-type: none"> • Supporting data occasionally listed • Current and reliable data occasionally used to substantiate ratings • Used few data sources; limited scope and variety • Conclusions inconsistent; many weak or unreasonable • Strengths inconsistently identified • Opportunities for improvement were inconsistently identified 	<ul style="list-style-type: none"> • No supporting data listed • Data not current or reliable or no data used to substantiate ratings • Few or no data sources cited • Conclusions poor or not present • No strengths identified • No opportunities for improvement identified

Item 4 – Draft Plan

Consideration factors:

- Areas targeted for improvement include:
 - performance goals and indicators
 - areas identified in self-inventory
 - concerns identified by data analysis
- Goals and outcomes
- Reasonableness of strategies to effect improvement
- Evidence of change
- Timelines



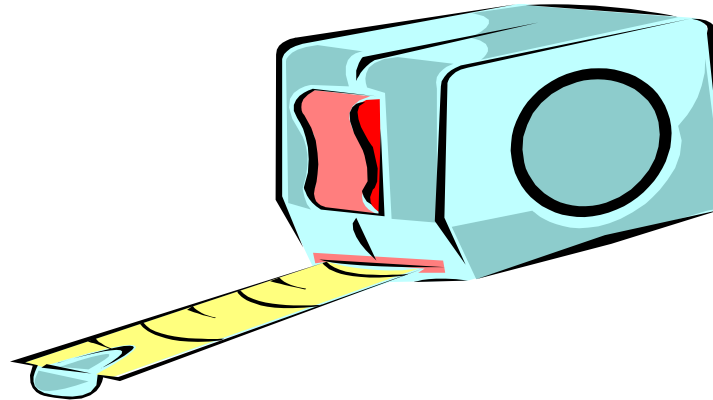
4	3	2	1
<ul style="list-style-type: none"> • All identified concerns are included in the plan • Goals and outcomes are always clearly specified • All strategies are strong and likely to meet the goal • Plan looks for the effects of efforts • Timelines are completed • Compliance issues are addressed in Year One • People are identified to carry out the plan 	<ul style="list-style-type: none"> • Most identified concerns are included in the plan • Goals and outcomes are usually clearly specified • Most strategies are strong and likely to meet the goal • Plan looks for the effects of efforts most of the time • Timelines are usually complete • Compliance issues are addressed sporadically • People are generally, but not always, identified to carry out the plan 	<ul style="list-style-type: none"> • Some identified concerns are included in the plan • Goals and outcomes are weak or unclear • Strategies are inconsistent; some are weak and may not meet the goal • Plan looks inconsistently at the effects of efforts; more at activities • Timelines are incomplete • Compliance issues are addressed in later years of plan • People are inconsistently identified to carry out the plan 	<ul style="list-style-type: none"> • Few identified concerns are included in the plan • Goals and outcomes are not specified • Strategies are weak and not likely to meet the goal • Plan looks only at activities • Timelines are missing • Compliance issues are not addressed • No people are identified to carry out the plan

Item 5 – Decision Matrix Items and Other Data

Consideration factors:

- ❖ Data elements listed on the decision matrix
 - Number of shaded areas (out of 12 categories) (Eliminate “self-evaluation” column.)
 - Nearness to 1st goal
 - Trend lines (Use district data report for information.)
 - Thoroughness and reasonableness to which district’s data analysis explains areas of concern

4	3	2	1
<ul style="list-style-type: none">• 0-3 shaded areas• Near to the 1st goal in at least half of the shaded areas• Trend lines in concern areas indicate movement toward the goal• District data analysis provides reasonable explanations for errant data elements	<ul style="list-style-type: none">• 4-6 shaded areas• Near to the 1st goal in at least half of the shaded areas• Trend lines in most concern areas indicate movement toward the goal• District data analysis provides some reasonable explanations for errant data elements	<ul style="list-style-type: none">• 7-9 shaded areas• Near to the 1st goal in at least some of the shaded areas• Trend lines in concern areas are inconsistent• District data analysis provides few reasonable explanations for errant data elements	<ul style="list-style-type: none">• 10 plus shaded areas• Not close to 1st goal in any areas• Trend lines show movement away from the goals• District data analysis provides no reasonable explanation for errant data element



Item 6 – Additional Information

Consideration factors:

- Calls of concern from district staff, parents, or community members
- District leadership
- Parent interview information
- Past review history
- Involvement in meetings, trainings, etc.

4	3	2	1
• No significant concerns	• Few concerns	• Several concerns	• Significant concerns

